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Secretary's Committee
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October 25, 1971

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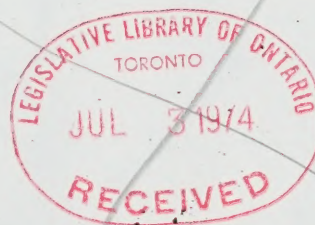
Background studies on daycare
(See p. 81)

PROGRAM DESCRIPTION

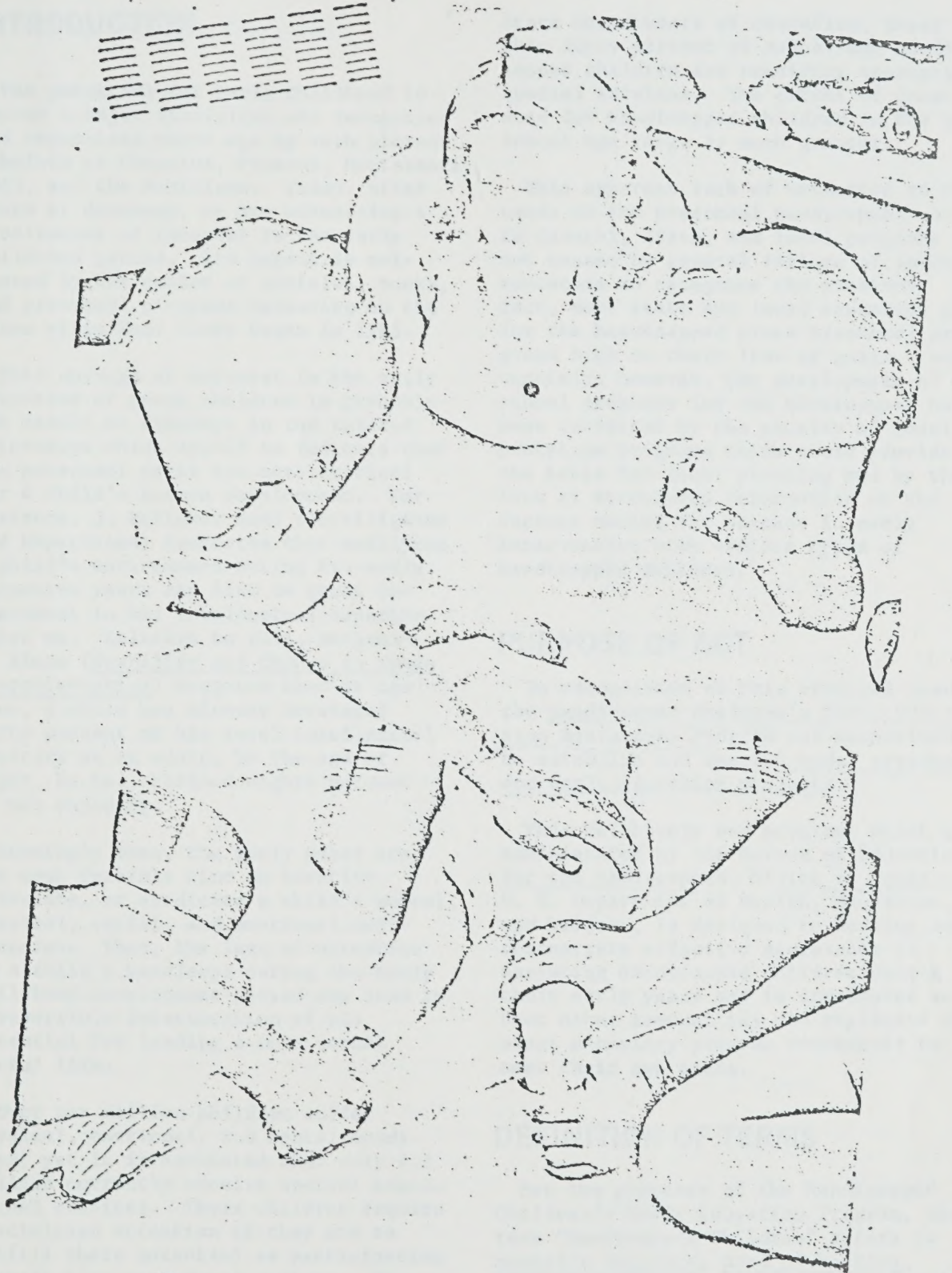
Handicapped Children's Early Education Program

PUBLIC LAW 91-230


Part C, Title V



Program Development Branch
Division of Educational Services
Bureau of Education for the Handicapped
U. S. Office of Education



Physical therapists working with multihandicapped child in the
Model Preschool Program of the Children's Rehabilitation Institute,
University of Nebraska, Omaha, Nebraska



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INTRODUCTION

The potential for Early Childhood to become a major discipline was recognized and emphasized years ago by such pioneer scholars as Comenius, Froebel, Montessori, Hall, and the McMillans. Today, after years of dormancy, we are witnessing a renaissance of interest in the early childhood period. Its impact is evidenced by the number of articles, books, and preschool programs appearing on the scene since Head Start began in 1965.

This upsurge of interest in the early education of young children is probably the result of findings in the related literature which appear to indicate that the preschool years are most critical for a child's future development. For instance, J. McVicker Hunt (Intelligence and Experience) indicates that modifying a child's environment during his early formative years can lead to great improvement in his intellectual capacity later on. Relative to this, Benjamin S. Bloom (Stability and Change in Human Characteristics) suggests that at age four, a child has already developed fifty percent of his total intellectual capacity as an adult; by the age of eight, he has attained eighty percent of his capacity.

Seemingly then, the early years are the most feasible time to identify, alleviate, or eradicate a child's mental, physical, social, and emotional deficiencies. Thus, the lack of attention to a child's handicaps during the early childhood development period may lead to irreversible deterioration of his potential for leading a more normal useful life.

Over six million children suffer physical, emotional, and mental handicaps; yet it is estimated that only 2.5 million currently receive special educational services. These children require specialized attention if they are to fulfill their potential as participating contributing members of society. The handicapped child requires special educational services designed to meet his specific needs. According to information collected during 1969 by

State Departments of Education, fewer than forty percent of school-age handicapped children are receiving appropriate special services. The extent of unmet need for handicapped children in the preschool age range is much greater.

This apparent lack of attention to the needs of the preschool handicapped child in federal, state, and local programs is not caused by general failure of special educators to recognize the problems. In fact, most state and local education plans for the handicapped place preschool programs high on their list of goals. Unfortunately, however, the development of preschool programs for the handicapped has been inhibited by the paucity of model or prototype programs which could provide the basis for local planning and by the lack of structured information on the factors making for success in early intervention with various types of handicapped children.

PURPOSE OF ACT

In recognition of this critical need, the Handicapped Children's Early Education Assistance Program was authorized to establish and operate model preschool and early education projects.

This relatively new program, which is administered by the Bureau of Education for the Handicapped, Office of Education, U. S. Department of Health, Education, and Welfare, is designed to develop and demonstrate effective approaches in assisting handicapped children during their early years and is structured so that other communities can replicate or adopt exemplary program components to meet their own needs.

DEFINITION OF TERMS

For the purposes of the Handicapped Children's Early Education Program, the term "Handicapped Children" refers to mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education and related services.

SCOPE OF PROGRAM

The Bureau of Education for the Handicapped has as its goal the equalization of educational opportunity for handicapped children by providing the leadership and resources needed to help the handicapped achieve their fullest potential and participate constructively in society to their maximum abilities.

It is estimated that there are about 1,000,000 preschool-aged handicapped children in the United States. The Bureau's strategy for 1972 is to assure that 100,000 young handicapped children receive preschool education. The objective for 1973 is to double the enrollment of handicapped children in preschool programs to bring the total number of children in such programs to 200,000. The long-range objective of the Handicapped Children's Early Education Program is to stimulate services to all 1,000,000 preschool-aged handicapped children by the end of this decade.

Under the Handicapped Children's Early Education Program (hereafter referred to as HCEEP) grants and contracts can be made to public and private non-profit agencies for the development and implementation of experimental programs to demonstrate high-quality services for young handicapped children. The grants will be distributed on a broad geographical basis throughout the Nation, in rural as well as urban areas. This does not mean that there necessarily must be a single program in each state. Some states may combine their resources and develop regional centers. In some large metropolitan communities more than one project may be deemed appropriate.

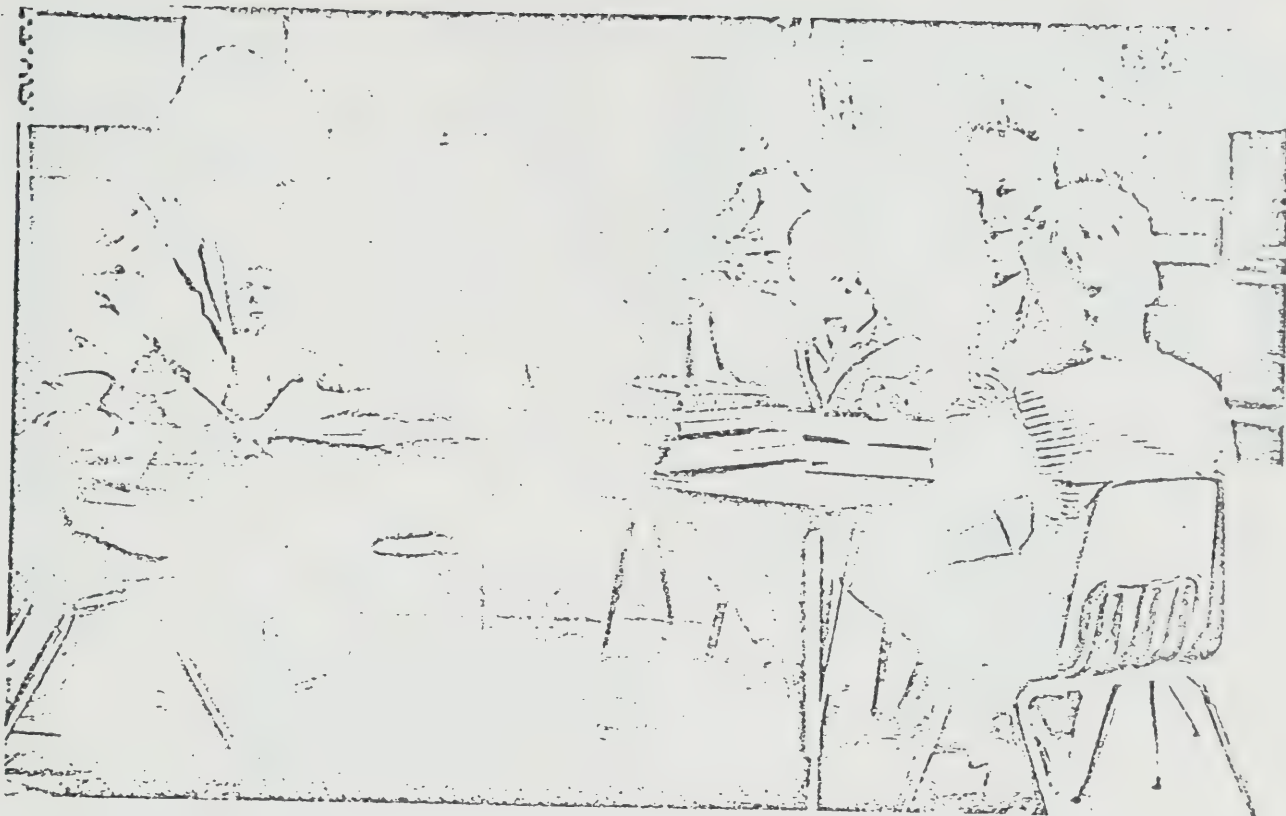
It is intended that there be considerable diversity among projects so that models will be developed which are applicable to as many different handicapping conditions and environmental areas as possible. Customarily, we conceive of education as taking place with a group of children in a classroom. The concept of early childhood education, however, allows for a variety of settings and approaches to learning. Under the Handicapped Children's Early Education

Program, experimentation and evaluation in correspondence courses, home instruction, individual instruction in group settings, and integration of handicapped with normal children are supported.

A. Participation of Parents. In addition to demonstration of exemplary services for young handicapped children, the program emphasizes parental and family involvement. Few parents are prepared psychologically or financially to shoulder the enormous burden of care and treatment for a handicapped child. Parents of handicapped children may have fears, and are often frustrated and bewildered. They need help in understanding their child's disability and in working with their handicapped child. Activities and services are designed, therefore, to encourage active and varied parent participation. Parents may participate in planning through the project advisory council, may observe or participate in demonstration or training programs, receive group or individual counseling, be involved in home visit programs or correspondence courses, learn to carry out educational and remedial activities, and in some instances, may become the primary educational agent.

B. Training of Personnel. In-service training for the Handicapped Children's Early Education Program stresses the areas of special education child development, and early childhood education. When possible, new demonstration projects will be established in settings so that they may be used for the training of teachers, speech pathologists and audiologists, clinicians, psychologists, physicians, and other supportive personnel whose contributions are required in effecting good early childhood education of the handicapped.

C. Evaluation. Grantees are expected to develop procedures for evaluation of project efforts. Internal evaluation should determine the extent to which project meets the needs of the children served and should also delineate needed modifications in each component. The internal evaluation is conducted by qualified project staff, appropriate members of the Advisory Council, consultants who specialize in evaluation procedures,



Model preschool center for handicapped children in Experimental Education Unit, Child Development and Mental Retardation Center, University of Washington in Seattle, utilizes behavior modification techniques.

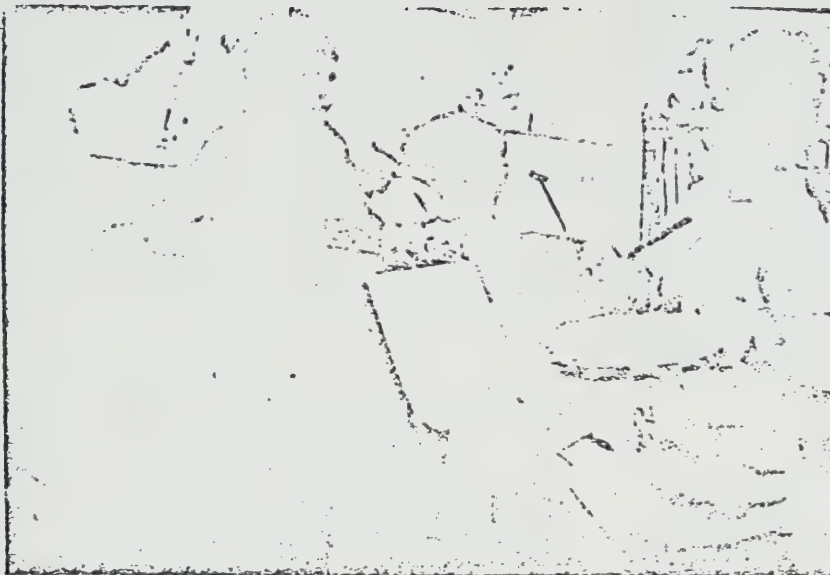
by interaction of all of these. External evaluation is a cooperative activity between the grantee and the Bureau of Education for the Handicapped. This thorough and continuing evaluation of the effectiveness of each project funded should result in a determination of the nationwide impact of the program.

D. Dissemination of Information. The program stresses dissemination of information to acquaint community people and agencies with the problems and potentialities of handicapped children. The general public is informed by appropriate means and information is also extended to the professional community. Channels which may be used include articles in professional journals, brochures, films, presentations at conferences and conventions, demonstrations to professional personnel and students, and demonstrations and discussions with representatives of state and local education agencies and other professional organizations.

E. Coordination with other Agencies. Cooperation among educational, medical, social services, and other appropriate disciplines to develop comprehensive programs is encouraged. This is to insure that each model Handicapped Children's Early Education project stimulates all areas of the handicapped child's development to meet his emotional, physical, intellectual, and social needs.

F. Special Activities. A unique experiment is underway to provide support assistance through several related projects to the demonstration projects funded under the Handicapped Children's Early Education Program so that they can improve their delivery of educational services and serve as more effective models for replication.

To assist each project in meeting its own inservice training goals and to develop new ways to meet the acute shortage of personnel trained and experienced in working with very young handi-



A Jack-in-the-box auditory training game designed to teach a preschooler to make more effective use of his remaining hearing in a project sponsored by Minnesota Department of Education.



A physically handicapped child being helped by Early Education project sponsored by Massachusetts Department of Public Health.

capped children, a grant has been awarded by the Division of Training Programs, Bureau of Education for the Handicapped, to the University of Texas. The Frank Porter Graham Child Development Center, a component of the University of North Carolina Child Development Research Institute, has been awarded a grant to establish a consultation and technical assistance center to work directly with the demonstration projects. This project, Technical Assistance and Development Support, will provide specialized program assistance in the areas of specific need, concerning itself with program planning and evaluation, communication and liaison aspects of the demonstration projects as well.

The University of Southern California has been awarded a grant to conduct workshops designed to assist the model projects in the development of the evaluation components of their programs.

Prevention of handicaps is the goal of the American Speech and Hearing Association project, funded to disseminate information on speech and language development, and the communication needs and problems of young children to

teachers, leaders, and parents in early childhood education programs throughout the Nation.

G. Appropriations. The program provides Federal support for up to ninety percent of the project cost. The non-Federal share may be in cash or in kind (i.e. facilities, materials, personnel, supplementary services, etc.) The requirement of a non-Federal share is designed to encourage a commitment of community and other public and private agencies to the success of the projects through tangible involvement from the beginning. Although application for funds are made directly to the Bureau, evidence of coordination with the State Department of Education is required.

The initial appropriation for this program for the fiscal year which ended June 30, 1969 was \$1 million. The appropriation for the second year was \$3 million. Seven million dollars was granted in June 1971 to support 70 model demonstration projects, 39 of them continuations and 31 of them new projects. (Because the Urban League will establish projects in four different locations, it is counted as four pro-

jects). The demonstration projects which were continued are in the operational phase and were funded at approximately \$100,000 each. Those projects which were new are receiving approximately \$50,000 each and are in the planning-operational phase. In addition to these demonstration projects, the funds from Fiscal Year 1971 also went toward the support of seven special related activities such as evaluation, dissemination, technical assistance, and workshops on prevention of handicaps.

It is intended that each project will receive Federal support for a three year period, dependent upon satisfactory progress and availability of funds. By the time the Federal support terminates, it is expected that each project will have assured its continuation from other sources of funding.

CONCLUSION

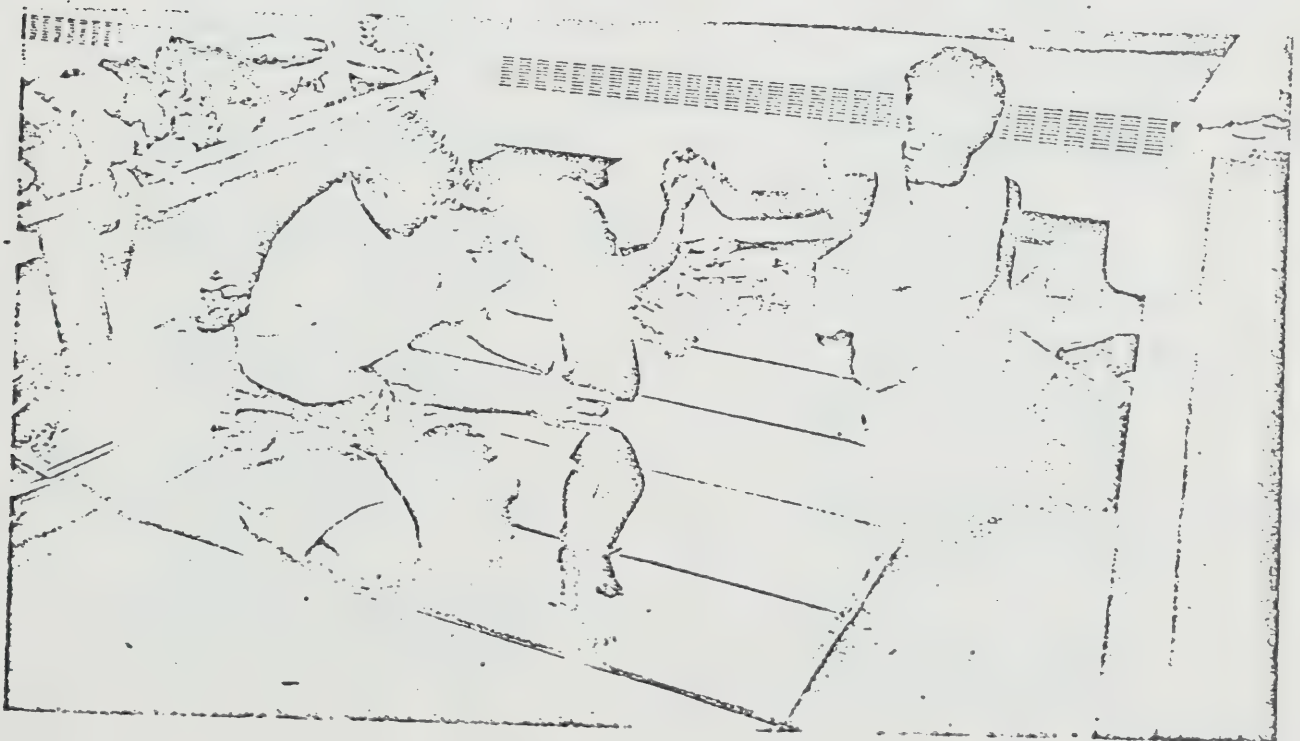
In essence, the Handicapped Children's Early Education Program is seeking to meet a long-overlooked need for varied,

effective, and accessible models demonstrating comprehensive services to young handicapped children and their families. As more structured information is collected on the factors making for success in early intervention with young handicapped children and as more exemplary models are developed, it is hoped that school systems and other local agencies will increasingly meet the great need for early assistance to children with disabilities during their critical early childhood years.

For further information on the Handicapped Children's Early Education Assistance Grant Program write to the:

Bureau of Education for the Handicapped
Office of Education, U. S. Department
of Health, Education, and Welfare
7th and D Streets, S. W.
Washington, D. C. 20202

This child is receiving physical therapy treatment at the Children's Rehabilitation Institute of Nebraska, Omaha, Nebraska. This project serves children with multiple handicaps.



A list of model projects and their locations follows:

I. Operational Projects

University of Alabama 1919 Seventh Avenue South Birmingham, Alabama 35233	Massachusetts Department of Public Health 480 Tremont Street Boston, Massachusetts 02116
Huntsville Achievement School 600 Governors Drive Huntsville, Alabama 35801	James Jackson Putnam Children' Center 244 Townsend Street Boston, Massachusetts 02121
Alaska Crippled Children & Adults Treatment Center 3710 E. 20th Avenue Anchorage, Alaska 99504	Detroit Public Schools Adlai Stevenson Building 10,100 Grand River Detroit, Michigan 48204
University of Arizona Department of Special Education Tucson, Arizona 85721	Early Childhood Education Progra for the Hearing-Impaired Special Education Section Minnesota Department of Education Centennial Building St. Paul, Minnesota 55101
Magnolia Public Schools Post Office Box 428 Magnolia, Arkansas 71753	Mississippi State University Drawer ED St. College, Mississippi 39762
Julia Ann Singer Preschool Psychiatric Center 4734 Fountain Avenue Los Angeles, California 90029	Central Institute for the Deaf 818 South Euclid St. Louis, Missouri 63110
Georgetown University University Affiliated Center for Child Development 3800 Reservoir Road, N.W. Washington, D.C. 20007	University of Nebraska Children's Rehabilitation Institute 444 South 44th Street Omaha, Nebraska 68015
Liberty County School Board Bristol, Florida 32321	Mount Carmel Guild 17 Mulberry Street Newark, New Jersey 07102
Sunland Training Center at Miami 2000 Northwest 47 Avenue Opa Lacka, Florida 33054	Children's Circle Planning Corporation 530 East 169th Street Bronx, New York 10456
University of Georgia 698 North Pope Street Athens, Georgia 30601	New York University Medical Center 400 East 34th Street New York, New York 10016
University of Illinois 403 East Healey Champaign, Illinois 61801	United Cerebral Palsy of New York City, Inc. 399 East 44th Street New York, New York 10017
Montgomery County Society for Crippled Children & Adults, Inc. 1000 Twinbrook Parkway Rockville, Maryland 20851	

City School District
46 Moran Street
Rochester, New York. 14611

Chapel Hill City School System
400 School Lane
Chapel Hill, North Carolina 27514

The Ohio State University
9 West Buttles Avenue
Columbus, Ohio 43215

Rhode Island Easter Seal Society
for Crippled Children & Adults,
Inc.
333 Grotto Avenue
Providence, Rhode Island 02906

The Bill Wilkerson Hearing and
Speech Center
1114-19th Avenue South
Nashville, Tennessee 37212

Tennessee Department of Mental
Health
George Peabody College for Teachers
Child Study Center
P.O. Box 158
Nashville, Tennessee 37203

Memphis State University
Memphis, Tennessee 38111

Region XIX Educational Service
Center
6501-C Trowbridge
El Paso, Texas 79905

II. Planning Operational Projects

Dr. Eugenia R. Walker
University of Alabama
Post Office Box 1965
Tuscaloosa, Alabama 35489

Berkeley Unified School District
2031 - 6th Street
Berkeley, California 94702

Houston Speech & Hearing Center
1343 Mourisund Avenue
Texas Medical Center
Houston, Texas 77025

Edgewood Independent School
District
West Commerce Street
San Antonio, Texas 78237

Norfolk State College
2401 Corprew Avenue
Norfolk, Virginia 23504

Brattleboro Town School District
96 Green Street
Brattleboro, Vermont 05301

Experimental Education Unit
Child Development & Mental
Retardation Center
University of Washington
Seattle, Washington 98105

Curative Workshop of Milwaukee
10437 West Watertown Plank Road
P.O. Box 7372
Milwaukee, Wisconsin 53226

Cooperative Education Service
Agency #12
412 Slifter, Box 564
Portage, Wisconsin 53901

University of Wyoming
Box 3311, University Station
Laramie, Wyoming 82070

Los Angeles Unified School
District #3
450 North Grand Avenue
Los Angeles, California 90012

Dubnoff School for Educational
Therapy
10526 Victory Place
North Hollywood, California 91606

Casa Colina Hospital for
Rehabilitative Medicine
255 East Bonita Avenue
Pomona, California 91767

University of California
401 Parnassus Avenue
San Francisco, California 94122

New Haven Board of Education
1 State Street
New Haven, Connecticut 06511

University of Denver
Department of Speech Pathology
and Audiology
2065 South York
Denver, Colorado 80201

II. PLANNING-OPERATIONAL PROJECTS (Contd.)

Developmental Center for Special
Education
1619 M Street, N.W.
Washington, D.C. 20036

Federal City College
733 8th Street, N.W.
Washington, D.C. 20001

Panhandle Child Development
Association, Inc.
1604 North 4th Street
Box 1320
Coeur d'Alene, Idaho 83814

Peoria Association for Retarded
Children, Inc.
320 East Armstrong Avenue
Peoria, Illinois 61603

School City of Gary
620 East 10th Place
Gary, Indiana 46402

The Capper Foundation for
Crippled Children
3500 West 10th Street
Topeka, Kansas 66604

United Cerebral Palsy of the
Bluegrass
320 Clay Avenue
Lexington, Kentucky 40502

Boston Center for Blind Children
147 South Huntington Avenue
Boston, Massachusetts 02130

Brookline Town Hall and Harvard
Graduate School of Education*
333 Washington Street
Brookline, Massachusetts 02146
*Emphasis on cost effectiveness
analysis

Adams-Jefferson Improvement
Corporation
P.O. Box "L"
Natchez, Mississippi 39120

Clark County School District
2832 East Flamingo Road
Las Vegas, Nevada 89109

Board of County Commissioners
2600 Marble Avenue, N.E.
Albuquerque, New Mexico 87106

United Cerebral Palsy
Associations, Inc.
66 East 34th Street
New York, New York 10016

National Urban League
55 East 52nd Street
New York, New York 10022

Medford School District #5490
2801 Memman Road
Medford, Oregon 97501

Portland School District #1
631 N.E. Clackamas Street
Portland, Oregon 97213

The Franklin Institute
20th and Parkway
Philadelphia, Pennsylvania 19103

Home for Crippled Children
1426 Denniston Avenue
Pittsburgh, Pennsylvania 15217

South Carolina Department of Mental
Retardation
Coastal Center
Jamison Road
Ladson, South Carolina 29456

The Developmental Center, Inc.
P.O. Box 357
300 South Mineral Street
Keyser, West Virginia 26726

Total number of demonstration projects:
70. (The National Urban League is
counted as 4 projects).

III. Additional Related Activities Funded by the Handicapped Children's Early Education Program

Office of Education
National Demonstration for Early
Childhood Education (day care
center enrolling some handicapped
children)

Manual, "Serving the Handicapped"
(funded jointly with Office of
Child Development)

Teaching Research Division
Oregon State System of Higher
Education
Immediate Impact Analysis of
Initial Projects funded under the
Handicapped Children's Early
Education Program
Monmouth, Oregon 97361

IMCSE, University of Southern
California
(evaluation workshops)
1031 South Broadway, Suite 623
Los Angeles, California 90015

American Speech and Hearing
Association
(Prevention of Speech and
Language Handicaps)
9030 Old Georgetown Road
Washington, D.C. 20014

Council for Exceptional Children
Invisible College (Conference on
Early Childhood Exceptional
Children Research)
1499 Jefferson Davis Highway
Arlington, Virginia 22202

Technical Assistance Development
System
Frank Porter Graham Child
Development Center
625 W. Cameron Avenue
Chapel Hill, North Carolina 27514

University of Texas Staff
Training Center
Department of Special Education
Austin, Texas
(an inservice training project
funded by the Division of
Training Programs, BEH)

Background studies on day care. (Sessional paper no. 81)

Books

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garten programme. 1971. (North York. Board of Education. Research
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based on prior participation in junior kindergarten and nursery school
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research. 1970. (Toronto. Board of Education. Research Dept.) c.2.
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five years. 1966. (Toronto. Board of Education. Research Department.)
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Education. Research Dept.). c.2.
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13. Towers, Lesley Anne and Cameron, Barbara. Case for universal day care.
1972? (Ontario Anti-poverty Organization) c.2.
14. U.S. Dept of Health, Education and Welfare. Public Health Service.
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(NIH) 72-44) c.2. HE 20.3510:11 3
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19. Providing for children before compulsory education. 1972? (Chapt.9 of a book - situation in England)

